

## Shaw Heights Elementary

5121 Frierson Road  
Sumter, SC 29152

<b>Grades</b>	2-3 Elementary School	
<b>Enrollment</b>	462 Students	
<b>Principal</b>	Helen M. Lee	803-666-2335
<b>Superintendent</b>	Dr. J. Frank Baker	803-469-6900
<b>Board Chair</b>	James Griffin	803-481-2147

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	45	39	2	0

### IMPROVEMENT RATING

AVERAGE

### ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Good	Unsatisfactory	N/A
<b>2003</b>	Good	Good	Yes
<b>2004</b>	Good	Unsatisfactory	Yes
<b>2005</b>	Good	Average	Yes

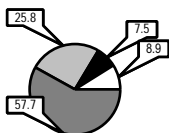
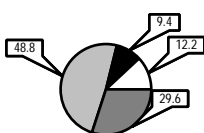
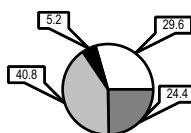
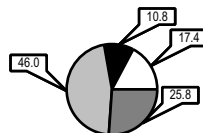
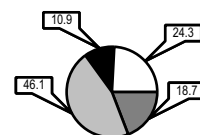
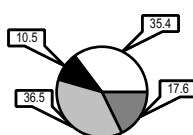
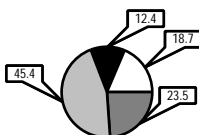
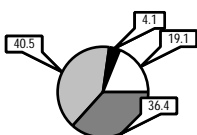
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

100.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	239	99.6	8.5	25.9	58.0	7.5	73.6	Yes	Yes
<b>Gender</b>									
Male	117	99.2	8.9	32.7	54.5	4.0	70.3		
Female	122	100.0	8.1	19.8	61.3	10.8	76.6		
<b>Racial/Ethnic Group</b>									
White	105	99.1	5.4	20.7	60.9	13.0	80.4	Yes	Yes
African American	122	100.0	12.0	32.4	51.9	3.7	66.7	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	205	99.5	6.0	23.9	62.0	8.2	81.0		
Disabled	34	100.0	25.0	39.3	32.1	3.6	25.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	239	99.6	8.5	25.9	58.0	7.5	73.6		
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	238	99.6	8.5	26.1	57.8	7.6	73.5		
<b>Socio-Economic Status</b>									
Subsidized meals	140	100.0	11.5	30.3	54.9	3.3	67.2	Yes	Yes
Full-pay meals	99	99.0	4.4	20.0	62.2	13.3	82.2		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	239	100.0	12.2	48.8	29.6	9.4	61.0	Yes	Yes
<b>Gender</b>									
Male	117	100.0	14.7	43.1	32.4	9.8	61.8		
Female	122	100.0	9.9	54.1	27.0	9.0	60.4		
<b>Racial/Ethnic Group</b>									
White	105	100.0	8.6	44.1	33.3	14.0	69.9	Yes	Yes
African American	122	100.0	16.7	54.6	24.1	4.6	51.9	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	205	100.0	8.6	49.2	31.9	10.3	65.9		
Disabled	34	100.0	35.7	46.4	14.3	3.6	28.6	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	239	100.0	12.2	48.8	29.6	9.4	61.0		
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	238	100.0	12.3	48.6	29.7	9.4	61.3		
<b>Socio-Economic Status</b>									
Subsidized meals	140	100.0	17.2	48.4	26.2	8.2	53.3	Yes	Yes
Full-pay meals	99	100.0	5.5	49.5	34.1	11.0	71.4		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	239	100.0	29.6	40.8	24.4	5.2	29.6
<b>Gender</b>							
Male	117	100.0	27.5	41.2	27.5	3.9	31.4
Female	122	100.0	31.5	40.5	21.6	6.3	27.9
<b>Racial/Ethnic Group</b>							
White	105	100.0	23.7	33.3	34.4	8.6	43.0
African American	122	100.0	37.0	46.3	14.8	1.9	16.7
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	205	100.0	25.9	41.6	26.5	5.9	32.4
Disabled	34	100.0	53.6	35.7	10.7	0.0	10.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	239	100.0	29.6	40.8	24.4	5.2	29.6
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	238	100.0	29.7	40.6	24.5	5.2	29.7
<b>Socio-Economic Status</b>							
Subsidized meals	140	100.0	36.9	41.0	19.7	2.5	22.1
Full-pay meals	99	100.0	19.8	40.7	30.8	8.8	39.6

<b>Social Studies</b>							
All Students	239	99.6	17.4	46.0	25.8	10.8	36.6
<b>Gender</b>							
Male	117	100.0	13.7	47.1	26.5	12.7	39.2
Female	122	99.2	20.7	45.0	25.2	9.0	34.2
<b>Racial/Ethnic Group</b>							
White	105	100.0	15.1	38.7	33.3	12.9	46.2
African American	122	99.2	19.4	51.9	20.4	8.3	28.7
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	205	99.5	14.1	44.9	28.6	12.4	41.1
Disabled	34	100.0	39.3	53.6	7.1	0.0	7.1
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	239	99.6	17.4	46.0	25.8	10.8	36.6
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	238	99.6	17.5	45.8	25.9	10.8	36.8
<b>Socio-Economic Status</b>							
Subsidized meals	140	99.3	20.5	50.0	22.1	7.4	29.5
Full-pay meals	99	100.0	13.2	40.7	30.8	15.4	46.2

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	300	100.0	16.3	33.7	44.6	5.4	50.0
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	239	99.6	7.7	25.8	58.9	7.7	66.5
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	300	99.7	14.7	58.0	22.9	4.4	27.3
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	239	100.0	11.9	48.6	30.0	9.5	39.5
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	239	100.0	29.0	41.0	24.8	5.2	30.0
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	239	99.6	16.2	46.7	26.2	11.0	37.1
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 462)</b>				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	5.2%	Up from 4.4%	3.1%	3.0%
Attendance rate	96.2%	Down from 96.6%	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.5%	Up from 0.7%	4.7%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.5%	Up from 0.7%	3.6%	3.2%
Eligible for gifted and talented	2.9%	Down from 9.3%	13.9%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.1%	Down from 8.2%	9.1%	8.2%
Older than usual for grade	4.8%	Up from 4.7%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 29)</b>				
Teachers with advanced degrees	51.7%	Up from 46.9%	54.2%	52.6%
Continuing contract teachers	82.8%	Down from 93.8%	85.9%	83.3%
Highly qualified teachers	88.5%	Down from 96.0%	92.6%	93.5%
Teachers with emergency or provisional certificates	0.0%	Down from 3.1%	0.0%	0.0%
Teachers returning from previous year	81.8%	Down from 82.5%	88.3%	87.0%
Teacher attendance rate	95.4%	Up from 94.5%	95.2%	95.0%
Average teacher salary	\$40,271	Up 3.2%	\$41,812	\$41,703
Prof. development days/teacher	23.1 days	Up from 14.6 days	12.8 days	12.8 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Down from 22.2 to 1	18.9 to 1	18.8 to 1
Prime instructional time	91.1%	Up from 90.5%	89.8%	89.8%
Dollars spent per pupil*	\$4,886	Up 3.8%	\$6,144	\$6,242
Percent of expenditures for teacher salaries*	59.6%	Up from 58.5%	66.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	73.6%	Up from 48.4%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Excellent	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	89.8%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Shaw Heights Elementary School has completed another great school year. Our successes in academics can be attributed to our commitment for holding high expectations for learning and social development. In the English Language Arts (ELA) portion of PACT for 2004, 83.2% of our third graders met the standard, and 86.1% of them met the standard in math. Through the use of instructional computer programs at school and at home, students in second and third grades gain knowledge in technology, reading, math and computer concepts, and skills necessary to succeed in the 21st century. An after-school tutorial program is offered for 3rd graders who need extra help and a challenge program is offered to select 3rd graders to stretch their thinking skills.

The teachers, school-wide coach, resource teacher, and both administrators have continued with training through SC READS. All participants explore and implement strategies for best practices in the teaching of reading.

Shaw Air Force Base personnel, as well as community members and parents, volunteer a great deal of time and effort working with our teachers and students to provide for our needs. With the help of these many volunteers, we have been successful in creating a wetlands area for science studies, which also serves as a tranquil area for other lessons to be taught. The Shaw Heights faculty and staff work well with the community, and we are happy to be a part of it.

Helen M. Lee, Principal

Latasha Roberston, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	29	168	73
Percent satisfied with learning environment	89.3%	84.6%	78.9%
Percent satisfied with social and physical environment	96.4%	85.9%	82.2%
Percent satisfied with school-home relations	75.9%	86.7%	61.1%

\*Only students at the highest elementary school grade level at this school and their parents were included.